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ABSTRACT

A model of an "ideal" high school career education program with a system for assessing a high school's progress toward the ideal are presented in this document. An introduction describes briefly the source of the model, a project to demonstrate the most effective methods and techniques of career education at the secondary level in four high schools in New Hampshire. Part 1 is the system for assessment of high school career education efforts. It is made up of (1) six questionnaires, one on each career education goal, (2) goal prioritizing forms, (3) a community partnership checklist to rate school and community involvement; and (4) a summary profile form to graphically display career education development in a one-page format. Part 2 is a conceptual framework for high schools in New Hampshire. It includes 13 comprehensive goals (from which the 6 career education goals were selected) with a list of general conditions that should be met if each goal is to be achieved. Part 2 also includes a more complete discussion of many of the aspects to be assessed in Part 1 and provides the philosophy behind the assessment system. (TA)

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ED137558

THE NEW HAMPSHIRE HIGH SCHOOL CAREER EDUCATION MODEL

Program Assessment System
and
Conceptual Framework for
High Schools in New Hampshire

A Cooperative Effort of:

Keene State College
New Hampshire Department of Education
ConVal Regional High School
Kearsarge Regional High School
Merrimack Valley Regional High School
Plymouth Area High School

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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JUNE, 1976

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CE 010 324

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THE HIGH SCHOOL CAREER EDUCATION ASSESSMENT SYSTEM

WHAT IS THE SYSTEM?

A way of assessing what aspects of career education are already developed, or need development and which of these have the highest priority in your school.

WHO PERFORMS THE ASSESSMENT?

A representative group of seven to ten people from your staff.

HOW LONG DOES IT TAKE TO PERFORM THE ASSESSMENT?

It should take no more than three - one to two hour meetings.

WHAT DO I DO WITH THE RESULTS?

The results will allow you to set goals for development of those aspects of career education which you and your staff feel are most important and which can be developed with your available resources.

IS THIS AN EVALUATION OF MY SCHOOL?

It is an internal assessment with no comparative norms or standards. You find out where you are and decide internally what should be further developed.

WHY SHOULD I PERFORM THE CAREER EDUCATION ASSESSMENT?

More and more students are leaving our education system without career goals or knowledge of how to select these goals. If this need is important to you, the assessment system will help you organize your program to help students to develop their careers.

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The

New Hampshire

High School Career Education Model

The purpose of this project has been to improve the quality of, and to demonstrate the most effective methods and techniques of career education at the secondary level in four high schools in the State of New Hampshire.

The project has been administered through a partnership between the New Hampshire State Department of Education, Keene State College, and the four selected local education agencies with Keene State College acting as the administrative agent. The four high schools that are taking part in developing the model are:

ConVal Regional High School
Peterborough, New Hampshire

Kearsarge Regional High School
North Sutton, New Hampshire

Merrimack Valley Regional High School
Penacook, New Hampshire

Plymouth High School
Plymouth, New Hampshire

Professional working groups have worked out curriculum infusion processes for career education in one selected academic area in each school, a systematic guidance program based on the New Hampshire Guidelines for Career Guidance, and a system for increased school-community, student-adult interflow.

The products of the project are:

I. A model of an "ideal" high school career education program with a system for assessing a high school's progress toward this ideal.

II. Four examples of existing schools moving from a pre-determined set of points on the profile to other points

on it, with the methods used, and evaluation of the efficiency of each.

III. Dissemination workshops held in each of the four local schools to acquaint surrounding communities with the model, and to instruct them in the procedures which proved to be most suitable in moving towards successful implementation of the model.

The project has been implemented through a grant from the Office of Career Education, U.S. Office of Education.

This document is intended to be the assessment system cited in product I, above. It was developed through a cooperative effort among the central project staff, representatives of the four project schools and the New Hampshire State Department of Education.

A first draft was prepared following a two day workshop with the above populations held on October 2, 3, 1975. This draft was sent to participants for further comment. It was also sent to the U.S. Office of Career Education, to the fifty State contact persons for career education, to the sixty-eight high school principals in New Hampshire and to the project advisory committee. An evaluation questionnaire accompanied the document, of which thirty-five were returned from other than the project schools. The recommendations embodied in these evaluations were incorporated into a second draft. The second draft was then field tested with each of the pilot schools and further revised. A second field testing with the project schools was carried out and additional revisions made to comprise the document as it now exists.

Part I of the document is a system for assessment of high school career education efforts. It is made up of: six questionnaires, one on each career education goal; goal prioritizing forms; a community partnership checklist to rate your involvement with your community; and a summary profile form to graphically display your career education development level in a one page format.

Part II of the document is a conceptual framework for high schools in New Hampshire. It includes thirteen comprehensive goals with a list of general conditions that should be met if each goal is to be achieved. The goals and conditions in this section were selected by a committee of representatives from the four pilot schools, the State Department of Education, and the staff at Keene State College. A list of the thirteen comprehensive goals is on the next page, for your information. The six career education goals to be assessed in Part I was selected from this more comprehensive list.

Part II provides a more complete discussion of many of the aspects to be assess d in Part I and should be reviewed if the philosophy behind the assessment system is in question.

THE NEW HAMPSHIRE HIGH SCHOOL CAREER EDUCATION MODEL

COMPREHENSIVE GOALS

I. Students exiting the school are competent in the basic academic skills required for adaptability in our rapidly changing society.

II. Students are successful in incorporating citizenship, social, cultural, avocational, family, and work values into their total personal values structure in such a way that they are able to choose, what is for them, a desirable lifestyle.

III. Students exiting the school can understand and participate in the process of democratic self-government as it applies at the national, state and local levels.

IV. Students exiting the school will exhibit an understanding of their environment and be able to make intelligent use of it.

V. Students exiting the school will be aware of, and possess some appreciation of the cultural and aesthetic forms through which their life might be enriched.

VI. Students exiting the school will be able to select activities and utilize leisure time in a personally meaningful way.

VII. Students exiting the school are equipped with an understanding of interpersonal skills and relationships at a level that will allow them to function effectively in the adult world.

VIII. Students exiting the school are equipped with decision making skills.

IX. Students exiting the school are equipped with career decisions based on the widest possible set of self-evaluative information.

X. Students exiting the school are equipped with decisions based on the best possible information concerning educational-vocational opportunities.

XI. Students exiting the school are equipped with good work habits and job hunting skills.

XII. Students exiting the school are equipped with those practical skills and competencies that will allow them to gain entry into and attain success in the occupational setting.

XIII. Students exiting the school are successful in being placed in a paid occupation, in further education, or in vocational training consistent with their current aspirations and abilities.

Note: The above goals are not official State Education policy, but are a product of the input of the project schools, S.D.E. staff, the central staff, and feedback from High School Principals and State Career Education Directors. The initial draft of them was derived from the paper "An Introduction To Career Education".

PART I

A SYSTEM FOR ASSESSING HIGH SCHOOL CAREER EDUCATION EFFORTS

In this part of the document we will attempt to assess those goals indentified specifically as career education in nature. We have selected the following six goals:

VIII. Students exiting the school are equipped with decision making skills.

IX. Students exiting the school are equipped with career decisions based on the widest possible set of self-evaluative information.

X. Students exiting the school are equipped with decisions based on the best possible information concerning educational-vocational opportunities.

XI. Students exiting the school are equipped with good work habits and job hunting skills.

XII. Students exiting the school are equipped with those practical skills and competencies that will allow them to gain entry into and attain success in the occupational setting.

XIII. Students exiting the school are successful in being placed in a paid occupation, in further education, or in vocational training consistent with their current aspirations and abilities.

While this kind of selection is artificial and while some of the other goals are being emphasized by the career education movement, we feel that only these are specific to career education (awareness, exploration and preparation of, and for careers). In effect, we are defining career education in this section as those activities which directly prepare people for making effective career decisions and for successfully carrying them out. We know that basic skills, interpersonal relationships, citizenships, etc. have a bearing on success in the career world, but feel the need for focusing on more direct causes rather than trying to make career education the result of all education.

The first step in conducting this assessment is the selection of a team of faculty and administrators from within the school to act as an assessment committee. The team should number from seven to ten members and include a representative of each department or at least of the various points of view within the school. The principal should be the chairperson of this committee; in most schools, department chairpersons are the most likely candidates to comprise the remainder of the committee.

Suggested Assessment Committee Make-Up:

- Principal - Chairperson
- Department Chairpersons
  - English
  - Social Studies
  - Science
  - Mathematics
  - Guidance
- Vocational Director or Department Chairperson
- Physical Education Person
- Fine Arts Person
- Cooperative Education or Placement Person

As principal, you can decide if this distribution is representative, or if another group of staff members is more suitable to the completion of this assessment.

Once the committee is selected, a copy of the entire Model Document should be given to each, and a committee meeting should be set for approximately one week later. Committee members should be informed that the meeting is being called to assess the level of development of career education programs in the school and that the document you are giving them contains the assessment system to be used at the meeting.

Next, duplicate the priority ranking form (page 9) and distribute it to at least the members of your committee. If you can, you should try to get rankings from your entire staff as the priority levels will then be mathematically sounder. Ask that they be returned prior to the assessment meeting so the priority levels can be computed.

(Note: Page 7 is a checklist of the steps to be completed in the assessment system and should be used as a means of monitoring your progress).

NEW HAMPSHIRE HIGH SCHOOL CAREER EDUCATION MODEL

ASSESSMENT ACTIVITY CHECKLIST

1. Assessment committee selected. ____

2. Assessment materials distributed to committee members. ____

3. Assessment meeting scheduled. ____

4. Priority rating forms completed ____

5. Assessment meeting ____

   A. Introduction and explanation of purpose. ____

   B. Goal forms completed. ____

   C. Community partnership checklist completed. ____

6. Summary profile form completed. ____

7. Summary evaluation meeting scheduled. ____

8. Summary evaluation meeting. ____

   A. Summary form analyzed - discussed. ____

   B. Priority needs listed. ____

   C. Future activities listed. ____

PRIORITY RANKING FORMS
DIPECTIONS FOR COMPLETION

Each staff member is to read over the thirteen comprehensive goals. This list is fairly common to American public high schools and should include the goals of your school even though the working may differ. You are to assign a rank of from 1 to 13 according to your estimate of their relative level of importance. You will find that some have fairly equal levels of importance, but for the purposes of this prioritizing activity you are to rank them all in numerical order.

Once the form is completed, return it to your principal or to whomever he has designated to coordinate the assessment.

You will be informed of the composite priority levels once all staff members have returned their forms and the averages have been computed.

THE NEW HAMPSHIRE HIGH SCHOOL CAREER EDUCATION MODEL

COMPREHENSIVE GOALS

PRIORITY RANKING FORM

		RANK
I.	Students exiting the school are competent in the basic academic skills required for adaptability in our rapidly changing society.	
II.	Students are successful in incorporating citizenship, social, cultural, avocational, fmaily, and work values into their total personal values structure in such a way that they are able to choose, what is for them, a desirable life style.	
III.	Students exiting the school can understand and participate in the process of democratic self-government as it applies to the national, state and local levels.	
IV.	Students exiting the school will exhibit an understanding of their environment and be able to make intelligent use of it.	
V.	Students exiting the school will be aware of, and possess some appreciation of the cultural and aesthetic forms through which their life might be enriched.	
VI.	Students exiting the school will be able to select activities and utilize leisure time in a personally meaningful way.	
VII.	Students exiting the school are equipped with an understanding of interpersonal skills and relationships at a level that will allow them to function effectively in the adult world.	
VIII.	Students exiting the school are equipped with decision making skills.	
IX.	Students exiting the school are equipped with career decisions based on the widest possible set of self evaluative information.	
X.	Students exiting the school are equipped with decisions based on the best possible information concerning educational-vocational opportunities.	
XI.	Students exiting the school are equipped with good work habits and job hunting skills.	
XII.	Students exiting the school are equipped with those practical skills and competencies that will allow them to gain entry into and attain success in the occupational setting.	
XIII.	Students exiting the school are successful in being placed in a paid occupation, in further education, or in vocational training consistent with their current aspirations and abilities.	

COMPUTING THE PRIORITY LEVELS

Once all priority ranking forms have been completed, each set of scores should be recorded on the priority computation form. When this has been completed, insert the total of each row in the total score column, and then divide this number by the number of respondents on the committee. This will give you the average score for each goal. You will not now have a one to thirteen ranking. Next, transpose the number to the priority level indicator of high, medium, or low by utilizing the following key:

If the average score falls between:

1.0 to 4.5	Priority level is	High
4.5 to 9.0	Priority level is	Medium
9.1 to 13.0	Priority level is	Low

You may want to analyze with the group the ranking of all thirteen goals. However, we are herein concerned with your ranking of the last six goals on the list. You will probably have a mixture of high, medium, and low rankings for these six goals. The priority levels established for goals VIII through XIII can now be transferred onto the Summary Profile Form in the row labelled, "priority". (Page 29)

THE NEW HAMPSHIRE HIGH SCHOOL CAREER EDUCATION MODEL

PRIORITY COMPUTATION FORM

PRIORITY LEVEL KEY Average Scores	
1.0 to 4.5	High
4.5 to 9.0	Medium
9.1 to 13.0	Low

GOAL NUMBER	RESPONDENT SCORES										TOTAL SCORE	AVERAGE SCORE	PRIORITY LEVEL
	1	2	3	4	5	6	7	8	9	10			
I													
II													
III													
IV													
V													
VI													
VII													
VIII													
IX													
X													
XI													
XII													
XIII													

CONDUCTING THE ASSESSMENT MEETING

1. Explain that this assessment is a self evaluation to determine which needs are, and are not being met, and that the results will form the basis for future development of career education. It is not to be used to compare your school with other schools, and no scales have been generated to make sure comparisons possible.

The committee should then proceed to the first page of the questionnaire.

2. Each of the six career education goals is stated on a separate page. Beneath each goal are ten statements of organizational conditions that should be met if the goal is to be attained. One copy of the questionnaire should be used as the school assessment. Each of the other copies may be used by individuals to assess their own departments, while giving input to the schoolwide assessment.

Next, as a group, answer each of the ten statements by placing a check mark in the box beside the condition that most nearly describes the situation in your school. *

Yes - when condition can be documented to your approval.

Needs work - when condition exists in part but not to your complete satisfaction. Or when the condition is currently in process of being completed.

No - when no evidence that the condition exists is available.

N.A. - when the goal is not a school priority or when the condition is not functionally applicable to your situation.

* A clarification and evidence page has been provided with each questionnaire page. This page should help you to determine the sources of the evidence that determine your responses to each statement. The pages also provide clarification of expressions that have been found to be ambiguous during field testing of the scale.

Complete all six questionnaire pages in this same manner.

Time for completion of the six forms varies among committees depending on the amount of discussion the chairperson allows. While some control of discussion is necessary to insure that the assessment is completed, committee members should be allowed to describe their efforts in relation to the various conditions, or their feelings as to whether a condition is necessary. As a self-assessment tool, this document should engender a healthy discussion of the goals of the school, and of what should be happening to meet those goals. The chairperson's job is to keep this discussion positive and productive, and to keep the group moving so that the task can be completed while not dampening enthusiasm for important points of interest. When discussion of a critical area threatens to take over the focus of the meeting, offer to schedule another meeting to deal with that issue once the task at hand is completed and all such issues have been identified.

Where sharp differences of opinion occur, the chairperson is to act as arbitrator, clarifier and ultimately move the group to some consensus on the issue. (Remember consensus does not mean that everyone agrees with the issue, but that those who disagree are willing to suspend their disagreement in order to give the majority viewpoint a try). Except in the case of the priority rating form described in another section, all decisions on this scale should be made by consensus, not by majority or authority rulings. Majority or authority rulings can alienate some or all the members of the committee and will destroy the investment in the change process that this vehicle is intended to produce.

THE NEW HAMPSHIRE HIGH SCHOOL

CAREER EDUCATION MODEL

CAREER EDUCATION GOAL

ASSESSMENT FORMS

VIII. STUDENTS EXITING THE SCHOOL ARE EQUIPPED WITH DECISION MAKING SKILLS

	YES	NEEDS WORK	NO	N/A
1. This is a formally approved goal of the school.	☐	☐	☐	☐
2. A formal statement of the school's philosophy of teaching methodologies for decision making has been prepared.	☐	☐	☐	☐
3. The component parts of effective decision making are a defined part of the curriculum.	☐	☐	☐	☐
4. Responsibility for student mastery of these skills has been assigned to a staff member or group of staff members.	☐	☐	☐	☐
5. The staff members assigned are competent in the methods and techniques for achieving student mastery of decision making skills.	☐	☐	☐	☐
6. An approved plan for implementation of the techniques and methods has been prepared by those staff members assigned responsibility.	☐	☐	☐	☐
7. The resource needs indicated in the approved implementation plan are available to the staff. (Materials, equipment, time, space, etc.)	☐	☐	☐	☐
8. The plan is being implemented according to an approved time sequence. (Implementation)	☐	☐	☐	☐
9. A system for evaluation of student mastery levels has been developed and implemented. (Product Evaluation)	☐	☐	☐	☐
10. Information derived from the process and product evaluations (items 8 and 9) is used to make program changes, as necessary, in items 1-8. (Program Revision)	☐	☐	☐	☐

CLARIFICATIONS AND EVIDENCES

Decision Making

1. Has the school board formally voted in favor of this goal or a similar one? Places to look: school board meeting minutes, or goal statements in school board approved documents.

2. Do you have a general explanation of the position of the school on how decision making skills are learned and consequently how they should be taught? Places to look: statements in the school philosophy, curriculum documents, course selection catalogue, accreditation reports.

3. Is there a list of objectives, a course outline, a skill list or any documented list of steps, or parts of decision making that students are to learn? Places to look: curriculum documents.

4. Have the skills been assigned to one staff member or a group of staff members? At times several departments may have responsibility for portions of the list. If their is overlap, has it been coordinated so that each staff member or department knows its areas of responsibility? See: job descriptions, curriculum documents.

5. Do the staff members who are assigned to teach the parts of decision making have the skills to do so effectively? Do they need more training? See: teacher evaluations, in-service training requests, observation reports, accreditation reports.

6. Is there a plan or series of plans which state how the students are to go about learning the decision making skills? Does it include an outline of the steps, a time line and a list of the materials and equipment etc. that are needed?

7. If there is no list of resource needs, mark NO. If there is a list of needs, have they been purchased and are they readily available for use, or if they have not been purchased, have the funds been allocated for them.

8. Has the plan been implemented and is it meeting the milestones indicated in the time line? Do you have a system for determining that the parts of the plan are being carried out, and to evaluate which techniques are most effective?

9. Are there prepared tests, written, oral or performance, which measure a student's mastery level of the skills indicated in item 3.

10. If a plan has been implemented, have each of its parts; goals, objectives procedures and evaluation, been reviewed and have appripriate changes been made?

IX. STUDENTS EXITING THE SCHOOL ARE EQUIPPED WITH CAREER DECISIONS BASED ON THE WIDEST POSSIBLE SET OF SELF-EVALUATIVE INFORMATION.

	YES	NEEDS WORK	NO	N/A
1. This is a formally approved goal of the school.	☐	☐	☐	☐
2. A formal statement of the school's philosophy of teaching methodologies for self-evaluation has been prepared.	☐	☐	☐	☐
3. The component parts and understandings of value clarification and career related personal traits are a defined part of the curriculum.	☐	☐	☐	☐
4. Responsibility for student mastery of these skills has been assigned to a staff member or group of staff members.	☐	☐	☐	☐
5. The staff members assigned are competent in the methods and techniques for achieving student mastery of the self-evaluative skills.	☐	☐	☐	☐
6. An appropriate plan for implementation of the techniques and methods has been prepared by those staff members assigned responsibility.	☐	☐	☐	☐
7. The resource needs indicated in the approved implementation plan are available to the staff. (Materials, equipment, time, space, etc.).	☐	☐	☐	☐
8. The plan is being implemented according to the approved time sequence. (Implementation)	☐	☐	☐	☐
9. A system for evaluation of student mastery levels has been developed and implemented. (Product Evaluation)	☐	☐	☐	☐
10. Information from the process and product evaluations (Items 8 and 9) is used to make program changes, as necessary, in items 1-8. (Program Revisions)	☐	☐	☐	☐

CLARIFICATIONS AND EVIDENCES

Self Evaluation: This goal includes values clarification, knowledge of aptitudes, interests skills, temperament, etc.

1. Has the school board formally voted in favor of this goal or a similar one? Places to look: school board meeting minutes, or goal statements in school board documents.

2. Do you have a general explanation of the position of the schools on how self evaluation skills are learned and consequently how they should be taught? Places to look: statements in the school philosophy, curriculum documents, course selection catalogue, accreditation reports.

3. Is there a list of objectives, a course outline, a skill list or any documented list of steps or parts of self-evaluation that students are to learn? Places to look: curriculum documents. Topics: values, aptitudes, interests, temperament, etc.

4. Have the skills been assigned to one staff member or a group of staff members? At times several departments may have responsibility for portions of the list. If their is overlap, has it been coordinated so that each staff member or department knows its areas of responsibility? See: job descriptions, curriculum, documents.

5. Do the staff members who are assigned to teach self-evaluation, have the skills to do so effectively? Do they need more training? See: teacher evaluations, in-service requests, observation reports, accreditation reports.

6. Is there a plan or series of plans which state how the students are to go about learning self-evaluation? Does it include an outline of the steps, a time line and a list of the materials and equipment etc. that are needed?

7. If there is no list of resource needs, mark NO. If there is a list of needs, have they been purchased and are they readily available for use, or if they have not been purchased, have the funds been allocated for them?

8. Has the plan been implemented and is it meeting the milestones indicated in the time line? Do you have a system for determining that the parts of the plan are being carried out, and to evaluate which techniques are most effective?

9. Are there prepared tests, written, oral, or performance which measure a student's mastery level of the skills indicated in item 3.

10. If a plan has been implemented, have each of its parts; goals, objectives, procedures and evaluation, been reviewed and have appropriate changes been made?

X. STUDENTS EXITING THE SCHOOL ARE EQUIPPED WITH DECISIONS BASED ON THE BEST POSSIBLE INFORMATION CONCERNING EDUCATION-VOCATIONAL OPPORTUNITIES

	YES	NEEDS WORK	NO	N/A
1. This is a formally approved goal of the school.	☐	☐	☐	☐
2. A formal statement of the school's philosophy of teaching methodologies for educational vocational information has been approved.	☐	☐	☐	☐
3. The component parts of the process for obtaining educational vocational information are a defined part of the curriculum.	☐	☐	☐	☐
4. Responsibility for student mastery of these skills has been assigned to a staff member or group of staff members.	☐	☐	☐	☐
5. The staff members assigned are competent in the methods and techniques for achieving student mastery of information gathering skills.	☐	☐	☐	☐
6. An approved plan for implementation of the techniques and methods has been prepared by those staff members assigned responsibility.	☐	☐	☐	☐
7. The resource needs indicated in the approved implementation plan are available to the staff. (Materials, equipment, time, space, etc.).	☐	☐	☐	☐
8. The plan is being implemented according to the approved time sequence. (Implementation)	☐	☐	☐	☐
9. A system for evaluation of student mastery levels has been developed and implemented. (Product Evaluation)	☐	☐	☐	☐
10. Information derived from the process and product evaluations (Items 8 and 9) is used to make program changes, as necessary, in item 1-8. (Program Revision)	☐	☐	☐	☐

CLARIFICATIONS AND EVIDENCES

Educational-Vocational Information

1. Has the school board formally voted in favor of this goal, or a similar one. Places to look: school board meeting minutes, or goal statements in school board approved documents.

2. Do you have a general explanation of the position of the school on how the information gathering process is learned and consequently how it should be taught? Places to look: statements in the school philosophy, curriculum documents, course selection catalogue, accreditation reports.

3. Is there a list of objectives, a course outline, a skill list or any documented list of steps or parts of the information gathering process that students are to learn? Places to look: curriculum documents, guidance program description.

4. Have the skills been assigned to one staff member or a group of staff members? At times several departments may have responsibility for portions of the list. If there is overlap, has it been coordinated so that each staff member or department knows its areas of responsibility? See: Job descriptions, curriculum documents.

5. Do the staff members who are assigned to teach the parts of the information gathering process have the skills to do so effectively? Do they need more training? See: teacher evaluations, in-service training requests, observation reports, accreditation reports.

6. Is there a plan or series of plans which state how the students are to go about learning the information gathering process? Does it include another of the steps, a time line and a list of the materials and equipment etc. that are needed?

7. If there is no list of resource needs, mark NO. If there is a list of needs, have they been purchased and are they readily available for use, or if they have not been purchased, have the funds been allocated for them.

8. Has the plan been implemented and is it meeting the milestones indicated in the time line? Do you have a system for determining that the parts of the plan are being carried out, and to evaluate which techniques are most effective?

9. Are there prepared tests, written, oral, or performance which measure a students mastery level of the skills indicated in item 3.

10. If a plan has been implemented, have each of its parts; goals, objectives, procedures and evaluation, been reviewed and have appropriate changes been made?

XI. STUDENTS EXITING THE SCHOOL ARE EQUIPPED WITH GOOD WORK HABITS AND JOB HUNTING SKILLS

	YES	NEEDS WORK	NO	N/A
1. This is a formally approved goal of the school.	☐	☐	☐	☐
2. A formal statement of the school's philosophy of teaching methodologies for work habits and job hunting skills has been prepared.	☐	☐	☐	☐
3. The component parts of effective work habits and job hunting skills are a defined part of the curriculum.	☐	☐	☐	☐
4. Responsibility for student mastery of these skills has been assigned to a staff member or group of staff members.	☐	☐	☐	☐
5. The staff members assigned are competent in the methods and techniques for achieving student mastery of these skills.	☐	☐	☐	☐
6. An approved plan for implementation of the techniques and methods has been prepared by those staff members assigned responsibility.	☐	☐	☐	☐
7. The resource needs indicated in the approved implementation plan are available to the staff. (Materials, equipment, time, space, etc.).	☐	☐	☐	☐
8. The plan is being implemented according to the approved time sequence. (Implementation)	☐	☐	☐	☐
9. A system for evaluation of student mastery levels has been developed and implemented. (Product Evaluation)	☐	☐	☐	☐
10. Information derived from the process and product evaluations (Items 8 and 9) is used to make program changes, as necessary, in items 1-8. (Program Revision)	☐	☐	☐	☐

CLARIFICATIONS AND EVIDENCES

Work Habits and Job Hunting Skills:

1. Has the school board formally voted in favor of this goal or a similar one? Places to look: school board meeting minutes, or goal statements in school board approved documents.

2. Do you have a general explanation of the position of the school on how work habits and job hunting skills are learned and consequently how they should be taught? Places to look: statements in the school philosophy, curriculum, documents, course selection catalogue, accreditation reports, student handbook.

3. Is there a list of objectives, a course outline, a skill list or any documented list of work habits and job hunting skills that students are to learn? Places to look: curriculum documents.

4. Have the skills been assigned to one staff member or a group of staff members? At times, several departments may have responsibility for portions of the list. If there is overlap, has it been coordinated so that each staff member or department knows its areas of responsibility? See: job descriptions, curriculum documents.

5. Do the staff members, who are assigned to teach work habits and job hunting skills, have the skills to do so effectively? Do they need more training? See: teacher evaluations, in-service training requests, observation reports, accreditation reports.

6. Is there a plan or series of plans which state how the students are to go about learning these skills? Does it include an outline of the steps, a time line and a list of the materials and equipment etc., that are needed?

7. If there is no list of resource needs, mark NO. If there is a list of needs, have they been purchased and are they readily available for use, or if they have not been purchased, have the funds been allocated for them?

8. Has the plan been implemented and is it meeting the milestones indicated in the time line? Do you have a system for determining that the parts of the plan are being carried out, and to evaluate which techniques are most effective?

9. Are there prepared tests, written, oral, or performance which measure a student's mastery level of the skills indicated in item 3.

10. If a plan has been implemented, have each of its parts; goals, objectives procedures and evaluation, been reviewed and have appropriate changes been made?

XII. STUDENTS EXITING THE SCHOOL ARE EQUIPPED WITH THOSE PRACTICAL SKILLS AND COMPETENCIES THAT WILL ALLOW THEM TO GAIN ENTRY INTO & ATTAIN SUCCESS IN THE OCCUPATIONAL SETTING.

	YES	NEEDS WORK	NO	N/A
1. This is a <u>formally approved</u> goal of the school.	☐	☐	☐	☐
2. A formal statement of the school's <u>philosophy</u> for preparing students to enter the occupational setting has been prepared.	☐	☐	☐	☐
3. The <u>component skills</u> of each program, which prepares students for the occupational setting are a defined part of the curriculum.	☐	☐	☐	☐
4. <u>Responsibility</u> for student mastery of these skills has been assigned to a staff member of group of staff members.	☐	☐	☐	☐
5. The staff members assigned are <u>competent</u> in the methods and techniques for achieving student mastery of entry level skills.	☐	☐	☐	☐
6. An approved <u>plan for implementation</u> of the techniques and methods has been prepared by those staff members assigned responsibility.	☐	☐	☐	☐
7. The <u>resource</u> needs indicated in the approved implementation plan are available to the staff. (Materials, equipment, time, space, etc.).	☐	☐	☐	☐
8. The plan is being implemented according to the approved time sequence. (<u>Implementation</u>)	☐	☐	☐	☐
9. A system for evaluation of student mastery levels has been developed and implemented. (<u>Product Evaluation</u>)	☐	☐	☐	☐
10. Information derived from the process and product evaluations (items 8 and 9)is used to make program changes,as necessary,in items 1-8. (<u>Program Revision</u>)	☐	☐	☐	☐

CLARIFICATIONS AND EVIDENCES

NOTE: Entry level skills include both those skills offered in vocational preparatory programs and the academic communications and mathematics skills, generally required in the occupational setting.

Entry Level Skills

1. Has the school board formally voted in favor of this goal or a similar one? Places to look: school board meeting minutes, or goal statements in school board approved documents.

2. Do you have a general explanation of the position of the school on the teaching of entry level skills? Places to look: statements in the school philosophy, curriculum documents, course selection catalogue, accreditation report.

3. Is there a list of objectives, course outlines or set of entry level skills that students are to learn in the various programs? Places to look: curriculum documents.

4. Have the skills been assigned to one staff member or a group of staff members? At times different departments may have responsibility for portions of the list. If there is overlap, has it been coordinated so that each staff member or department knows its areas of responsibility? See: job descriptions, curriculum documents.

5. Do the staff members, who are assigned to teach entry level skills, have the skills to do so effectively? Do they need more training? See: teacher evaluations, in-service training requests, observation reports, accreditation reports.

6. Is there a plan or series of plans which state how the students are to go about learning the entry level skills? Does it include an outline of the steps, a time line and a list of the materials and equipment etc. that are needed?

7. If there is no list of resource needs, mark NO. If there is a list of needs, have they been purchased and are they readily available for use, or if they have not been purchased, have the funds been allocated for them.

8. Has the plan been implemented and is it meeting the milestones indicated in the time line? Do you have a system for determining that the parts of the plan are being carried out, and to evaluate which techniques are most effective?

9. Are there prepared tests, written, oral, or performance which measure a student's mastery level of the skills indicated in item 3.

10. If a plan has been implemented, have each of its parts; goals, objectives procedures and evaluation, been reviewed and have appropriate changes been made?

XIII. STUDENTS EXITING THE SCHOOL ARE SUCCESSFUL IN BEING PLACED IN A PAID OCCUPATION, IN FURTHER EDUCATION, OR IN VOCATIONAL TRAINING CONSISTENT WITH THEIR CURRENT ASPIRATIONS AND ABILITIES.

	YES	NEEDS WORK	NO	N/A
1. This is a formally approved goal of the school.	☐	☐	☐	☐
2. A formal statement of the school's philosophy on student placement has been prepared.	☐	☐	☐	☐
3. The components of an effective placement program are a defined plart of the curriculum.	☐	☐	☐	☐
4. Responsibility for student placement has been assigned to a staff member or group of staff members.	☐	☐	☐	☐
5. The staff members assigned are competent in the techniques for making effective student placements.	☐	☐	☐	☐
6. An approved plan for implementation of the placement program has been prepared by those staff members assigned responsibility.	☐	☐	☐	☐
7. The resource needs indicated in the approved implementation plan are available to the staff. (Materials, equipment, time, space, etc.).	☐	☐	☐	☐
8. The plan is being implemented according to the approved time sequence. (Implementation)	☐	☐	☐	☐
9. A system for evaluation of the placement system has been developed and implemented. (Product Evaluation)	☐	☐	☐	☐
10. Information derived from the process and product evaluations (items 8 and 9) is used to make program changes as necessary. (Program Revision)	☐	☐	☐	☐

CLARIFICATIONS AND EVIDENCES

Placement

1. Has the school board formally voted in favor of this goal or a similar one? Places to look: school board meeting minutes, or goal statements in school board approved documents.

2. Do you have a general explanation of the position of the school on student Placement? Places to look: statements in the school philosophy, program descriptions.

3. Is there a list of objectives or parts of an effective placement programs. Places to look: curriculum documents, program descriptions.

4. Has the program been assigned to one staff member or a group of staff members? See: job descriptions, curriculum documents, program descriptions.

5. Do the staff members, who are assigned to the placement program, have the necessary skills? Do they need more training? See: staff evaluations, in-service training requests, observation reports, accreditation reports.

6. Is there a plan which states how students are to be placed? Does it include an outline of the steps, a time line and a list of the materials and equipment etc. that are needed?

7. If there is no list of resource needs, mark NO. If there is a list of needs have they been purchased and are they readily available for use, or if they have not been purchased, have the funds been allocated for them?

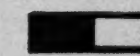
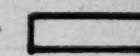
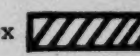
8. Has the plan been implemented and is it meeting the milestones indicated in the time line? Do you have a system for determining that the parts of the plan are being carried out, and to evaluate which techniques are most effective?

9. Is there a follow-up system to determine the effectiveness of the placements. Also, is there placement service data showing percentage of students served and number of employers contacted?

10. If a plan has been implemented, have each of its parts; goals, objectives procedures and evaluation, been reviewed and have appropriate changes been made?

SUMMARY PROFILE FORM
DIRECTIONS FOR COMPLETION

The summary profile form should not be completed during the meeting since it is merely a transposition of data from the other forms. Appoint someone on your staff to complete the summary form as artistically as possibly by transferring your answers from each of the goal sheets to each of the goal columns on the summary. Columns on this form coincide with the six goals completed previously and rows coincide with the ten conditions on each questionnaire. The key for filling in the form is as follows:

Yes Answers	Solidly Filled Box
Needs Work Answers	Half Filled Box 
No Answers	Blank Box 
N.A. Answers	Diagonal Lines in Box 

When all appropriate boxes have been filled in, the priority levels for goals VIII through XIII from the "Priority Compilation Form" should be transferred to the priority row for each goal.

The summary form is now complete and should visibly display the career education development level of your school, by goal, and organizational function.

Note: If you desire, all thirteen goals, or any school goals, can be assessed using the same ten conditions of assessment as listed in pages 14 to 25.

NEW HAMPSHIRE HIGH SCHOOL CAREER EDUCATION MODEL

SUMMARY PROFILE FORM

SCHOOL NAME _____

KEY

Yes	■
Needs Work	◧
No	□
Not Applicable	▨

GOALS	VIII DECISION MAKING	IX SELF EVALUATION	X EDUCATIONAL VOCATIONAL INFORMATION	XI WORK HABITS JOB HUNTING SKILLS	XII ENTRY LEVEL SKILLS	XIII PLACEMENT	COMMENTS
CONDITIONS							
PRIORITY							
1. Formally Approved							
2. Philosophy							
3. Component Parts							
4. Staff Responsibility							
5. Staff Competency							
6. Implementation Plan							
7. Resources							
8. Implementation							
9. Product Evaluation							
10. Program Review							

THE COMMUNITY PARTNERSHIP CHECKLIST

The process of completing the community partnership checklist should allow your team to evaluate the degree of interrelationship among the various populations making up your educational community.

The finished checklist should point out areas of cooperation or coordination where your school may need more effort.

Your team will have to determine which results are most meaningful to them and consequently in which areas your efforts to improve your community partnership should concentrate.

No comparative scale has been given to show what is an average level of partnership. You should attempt to include all populations in all three phases. The comparison to be made is how much of a partnership do we have now? How much do we want to have? What areas show the most important gaps for us to reach our desired partnership level?

Through answering these questions, you can establish a set of things to do (operational goals) to improve your relationship with your community.

Before you complete the checklist, briefly scan the directions beginning on page 30 to determine the types of data that are called for.

If necessary, schedule an additional meeting to complete this form.

See Part II for a discussion of the Community Partnership Concept.

Remember the value judgement to be made in this checklist is - Are we sufficiently engaging this population in this particular aspect of the school? We cannot think of one instance when it occurred.

COMMUNITY PARTNERSHIP CHECKLIST

	PARENTS	BUSINESS	LABOR ORGS.	CIVIC ORGS.	STUDENTS	GRADUATES	DROP OUTS	FACULTY	ADMINISTR.	SCHOOL BD.
PLANNING AND EVALUATION										
1. Advisory Committee										
2. Questionnaires										
3. Open Forums										
4. Other										
TOTALS										
IMPLEMENTING										
1. Resource Speakers										
2. Tutors										
3. Adjunct Faculty in School										
4. Adjunct Persons/Community										
5. Other										
TOTALS										
CONSUMING										
1. Parent Education Programs										
2. Business/ Industry/ Labor Programs										
3. Post Graduate Programs										
4. Drop Out Re-Entry Programs										
5. Professional In-Service Programs										
6. School Board Orientation Programs										
7. Adult Vocational Programs										
8. Adult Counseling/ Placement										
9. Other										
TOTALS										

COMMUNITY PARTNERSHIP CHECKLIST
DIRECTIONS FOR COMPLETION

Planning and Evaluation

What planning and evaluation activities have you implemented and who has been involved in them?

1. Do you have an Advisory Committee?

   If yes, put one check mark in the appropriate block for each population that is represented on the advisory committee.

2. Have you distributed needs assessment, evaluation or other questionnaires to any of the populations listed?

   If yes, put a check mark in each block representing a population you have surveyed within the last three years.

3. Have you held open public forums on planning and evaluation issues?

   If yes, put a check mark in each block representing a population who was involved in the forum(s).

4. Other: Have you engaged any of the listed populations in other planning and evaluation activities?

   If yes, list the activities and check the appropriate blocks.

Total the columns to determine the distribution of the various populations in all planning and evaluation activities.

Implementing

This section is a survey of the populations who have been involved in providing educational services to students. (Instructing, tutoring, counseling etc.) in roles other than as certified classroom teacher or counselor during the past year.

1. Resource Speakers: Put a check mark in each block that represents a population who has been involved in, one time, speaking engagements to students on specialized topics. Check marks in the teacher or administrator blocks should be inserted when teachers and administrators are used as resources in other classes to speak about their career, a hobby or special skill, or body of knowledge outside their normal educational function.
2. Tutors: Insert a check mark in each block representing a population that has engaged in one on one remedial work with students.
3. Adjunct Faculty in School: Insert a check mark in the block representing each non-certified population which has engaged in teaching students specialized skills or bodies of knowledge for at least a period of one week, within the confines of the school building.
4. Adjunct Faculty in Community: Insert a check mark in each block representing a non-certified population which has engaged in teaching students specialized skills or bodies of knowledge for at least one week, outside the confines of the school in a community based experience.
5. If you have engaged in other instructional activities involving other than normal certified classroom instruction list them here and check the appropriate population block.

Total the columns to determine the distribution of the various populations in implementing the educational programs of your school.

Consuming

This section is a survey of the instructional programs available through your school which have catered to the needs of each of the populations listed, during the past year.

1. Parent Education Programs: Insert a check in this block if you have offered Parent Effectiveness Training, Child or Adolescent Development or Parent Orientation Programs.

2. Business/Industry/Labor Programs: Insert a check mark in each block representing instructional programs or seminars which have been sponsored for or about business/industry and/or labor concerns.

3. Post Graduate Programs: Insert a check mark in this block if you offer graduates the opportunity to broaden their preparation through enrollment in existing courses.

4. Drop-Out Re-Entry Programs: Insert a check mark in this block if your school has drawn up a formal drop-out re-entry system which reduces academic and social transitional problems for this population.

5. Professional In-Service Programs: Insert check marks in each of the blocks which represent a planned in-service training system for the professionals in the school. A haphazard series of release day instruction which does not relate to identified staff needs should not be regarded as an in-service program.

6. School Board Orientation Program: Insert a check mark in this block if school board members engage in periodic orientation sessions to new educational and managerial directions.

7. Adult Vocational Programs: Insert check marks in the appropriate blocks representing populations receiving direct preparational instruction for a specific career or career family.

8. Adult Counseling and Placement Programs: Insert a check mark in those blocks representing the populations for which counseling and placement services are provided by the school.

9. Other: If your school offers other programs or services to any of the populations, list them here and make appropriate checks in the population blocks.

Total the columns to determine the distribution of services to the various populations.

ANALYSIS AND USE OF THE ASSESSMENT RESULTS

You now have two forms which profile your school's efforts in career education. One summarizes the degree to which you have established a relationship with your community (C.P.C.) and the second summarizes the organizational conditions that have been completed, need work or have yet not been addressed for each of the six selected Career Education Goals.

In analyzing the Community Partnership Checklist, you should at least determine what populations are being left out or are inadequately represented in the planning and evaluation, implementation and consuming of the services of the school. These judgements are up to you and your committee. Once you decide where the inadequacies rest, a series of statements which indicate the populations and the program areas that you wish to initiate or improve on. Movement from these Operational Goal Statements to implementation should then follow your normal developmental procedures. In analyzing the summary profile sheet, first check the columns with high priority ratings to determine where gaps exist in the goals that have been assigned most importance. Gaps in these columns indicate the first areas where program development should begin. Next, move to medium priority goals and last to the low priorities.

After analyzing the columns, check the horizontal rows to determine where organizational gaps most often exist. Blank spaces spanning complete rows indicate organizational gaps in your management system and goals should be made to begin development of those conditions than are entirely absent from your system.

By and large the summary sheet should be easily analyzed and provide you and your staff a springboard for setting program development goals and developing procedures for attaining those goals which are seen as most important to your students.

An example of a completed summary form follows with some possible analysis and courses of action.

NEW HAMPSHIRE HIGH SCHOOL CAREER EDUCATION MODEL

SUMMARY PROFILE FORM

SCHOOL NAME ConSarge Valley Area High School

KEY

Yes	
Needs Work	
No	
Not Applicable	

GOALS	VIII DECISION MAKING	IX SELF EVALUATION	X EDUCATIONAL VOCATIONAL INFORMATION	XI WORK HABITS JOB HUNTING SKILLS	XII ENTRY LEVEL SKILLS	XIII PLACEMENT	COMMENTS
CONDITIONS							
PRIORITY	H	H	M	M	M	L	
1. Formally Approved							
2. Philosophy							
3. Component Parts							
4. Staff Responsibility							
5. Staff Competency							
6. Implementation Plan							
7. Resources							
8. Implementation							
9. Product Evaluation							
10. Program Review							

SAMPLE ANALYSIS

ConSarge Valley Area High School has listed goals VIII, decision making and IX, self-evaluation as high priorities, hence, their first decisions for future development should be in these two areas. The form indicates that the school board should more formally enunciate these goals and that more work must be done on formulating a school-wide philosophy for the teaching of these goals. Further, the parts of self-evaluation must be further defined and the staff responsibility for teaching decision making must be more clearly assigned.

Staff competency to carry out these two goal areas is in question and some type of in-service training plan should be made.

While an implementation plan exists for decision making, that for self-evaluation needs work.

The implementation and evaluation conditions for decision making needs work and those conditions for self-evaluation are non existant.

Since these plans have not been implemented, no program review is possible and the N.A. Symbol has been inserted in condition 10.

Next, objectives should be set to complete each of the indicated steps at each appropriate administrative level.

Each of the other goal areas can be analyzed in the same manner. However, those with high priority levels should obviously get first attention.

Principals may also want to analyze the form horizontally to determine if gaps have occurred across the board on some of the conditions. For example, ConSarge seems to have an across the board gap in the area of expressing its school philosophy on these goals. Also, in five of the six areas, no component parts, (course outlines, etc.) were available and no implementation plans were satisfactorily completed. Results of this kind can indicate that certain

management or curricula activities or products are quite lacking and the major emphasis of the coming year might be to tighten up that management condition in all areas.

Possible objectives to be set from this analysis might be:

1. For the school board to set policy statements on decision making and self-evaluation.
2. For a school philosophical statement to be drawn up and promulgated on decision making and self-evaluation.
3. For a more explicit curriculum on self-evaluation to be drawn-up.
4. For staff responsibilities for the various components of decision making to be assigned.
5. For an in-service training program for assigned staff to be planned and implemented in decision making and self-evaluation.
6. For the existing plans to be implemented, reviewed, and updated based on their results.
7. For a more inclusive statement of the schools philosophy to be completed for all goal areas.

Other analyses could yield other goals. You should determine what seems to be the most important, and the most plausible steps for your school.

PART II
A CONCEPTUAL FRAMEWORK
FOR HIGH SCHOOLS IN NEW HAMPSHIRE

The purpose of this part of the document is to provide a set of goals for which New Hampshire High Schools might strive in attempting to meet the changing needs of their students and community.

This set of ideals provides a framework within which each community can establish its own priorities, organizations, curricula and techniques to meet those goals that it feels are most important.

While many members of the educational and lay communities ask for specifics on career education, it is our feeling that true educational change of the type called for in career education can only take place if each community develops its own program based on its own perceived needs and priorities. Only in this way can the necessary investment and ownership in the change take place, and have a lasting effect on the students who pass through that system. For this reason this document contains no specific directions for organizations, techniques, and activities. In striving for the ideals and general conditions described in this document, each community must: (1) use the most effective participatory management techniques, (2) select the outcomes and conditions most important to it, and (3) plan realistic means and time lines for instituting each change.

While this document presents thirteen goals, in terms of student outcomes and numerous conditions for achievement of these outcomes, the participants who developed this document felt that there are five considerations which must be constantly addressed if the ideals are to be achieved.

The first and most important thrust must be toward creating a partnership between the adult community and the school, in every phase of the education of its citizens. We recognize that this statement has the ring of empty educational rhetoric, but sincerely place, as a goal of this program, the full integration of adult community life with the educational setting. Until the artificial barrier between adulthood and schooling is erased, the discontinuity between schooling and education for life cannot be overcome. To achieve this partnership condition, parents and others in the lay community must become a constant and numerous presence in the educational setting. The school building itself must become a place where all adults are comfortable, either contributing to the education of others, or benefiting from the educational experiences available there. In effect the school should become a community center where a constant flow of people of all ages share in the planning, offering and experiencing of education. A corollary of this partnership in the school building is the development of an educational partnership throughout the community with a thorough commitment to the concept that effective education can and does take place outside the confines of the school building.

The second focus of the model can be a logical out-growth of the first, or can act as an impetus to the achievement of the partnership. It is our goals that education be seen as, life long activity, and that schools begin organizing with this concept in mind. The idea that everyone learns what he needs for life in twelve years is contrary to what we know of personal learning styles, maturation and motivation. Systems and structures must be designed which will allow movement out of, and into the formal educational setting with credit for extra school experiences, and without social stigmas, generation gaps, and academic repercussions. If structures can be designed to include people of all ages in the educational setting, the partnership called for above, and the continuous education of

community members to meet their changing needs could be achieved.

The first two thrusts logically lead to a third consideration, that of making the fullest possible use of the educational facilities in each community; not merely the space, materials and time at schools, but the total resources in terms of personnel, space, time and finances available throughout the community.

Obviously, these three considerations are highly idealistic. Their impact on local education systems would be too profound if immediate implementation were to be attempted. They should, however, become explicit long range goals for each system, and structural changes which encourage their achievement should be a part of all planning.

Two other considerations of importance, though calling for less momentous change, are called for if the ideals are to be achieved.

First, schools must develop structures for implementing on-going inservice training of all staff to implement the planned changes. While constant participation in the planning process will prepare most for implementation, this planning activity must be coupled with the necessary training to supplement existing skills.

Secondly, so that schools do not have to start from very nearly the beginning in training their staff, professional preparation colleges and universities must become involved in the changes that are going on in the schools, and orient their preservice programs to prepare teachers, in appropriate numbers and with the necessary skills, to work in the changing public educational setting.

Before moving to the ideals and conditions developed by the project participants, five short definitions are necessary to clarify them.

1. Student in this context means any person, of any age, who is enrolled in the school.
2. School refers to the secondary level building which is the formal center of education management in the community.

3. Education setting is the sum of resources and locations (including the school) where education takes place in the community.

4. Curricula division is that locally determined, unit for separating educational concepts, skills and information into manageable segments. In traditional settings it is usually referred to as a discipline. The terms discipline and department have not been used herein because they assume structural conditions which may be, but do not have to be, part of the educational organization.

5. Personnel Division is a unit of the school made up of one or more people who have responsibility for achieving a designated portion of the school's goals. This may be a department, part of a department, or an interdisciplinary group, depending on the organization of the school and the curriculum.

THE NEW HAMPSHIRE HIGH SCHOOL CAREER EDUCATION MODEL

COMPREHENSIVE GOALS

I. Students exiting the school are competent in the basic academic skills required for adaptability in our rapidly changing society.

II. Students are successful in incorporating citizenship, social, cultural, avocational, family, and work values into their total personal values structure in such a way that they are able to choose, what is for them, a desirable lifestyle.

III. Students exiting the school can understand and participate in the process of democratic self-government as it applies at the national, state and local levels.

IV. Students exiting the school will exhibit an understanding of their environment and be able to make intelligent use of it.

V. Students exiting the school will be aware of, and possess some appreciation of the cultural and aesthetic forms through which their life might be enriched.

VI. Students exiting the school will be able to select activities and utilize leisure time in a personally meaningful way.

VII. Students exiting the school are equipped with an understanding of interpersonal skills and relationships at a level that will allow them to function effectively in the adult world.

VIII. Students exiting the school are equipped with decision making skills.

IX. Students exiting the school are equipped with career decisions based on the widest possible set of self-evaluative information.

X. Students exiting the school are equipped with decisions based on the best possible information concerning educational-vocational opportunities.

XI. Students exiting the school are equipped with good work habits and job hunting skills.

XII. Students exiting the school are equipped with those practical skills and competencies that will allow them to gain entry into and attain success in the occupational setting.

XIII. Students exiting the school are successful in being placed in a paid occupation, in further education, or in vocational training consistent with their current aspirations and abilities.

I. Students exiting the school are competent in the basic academic skills required for adaptability in our rapidly changing society.

1. The school has defined in competency terms, minimum basic skill levels in reading, writing and mathematics.
2. The school has designed a means of assessing the basic skill development of every student.
3. The school has implemented a basic skills assessment program.
4. The school has made organizational and curricular provisions for students whose basic skill levels do not meet minimum competencies.
5. All curricula are well defined in terms of expected competencies whether these competencies be processes, concepts, or information.
6. An easily understood system for reporting progress to parents has been established based on the defined competencies, but also including information as to how the student compares to other members of his group.

II. Students are successful in incorporating citizenship, social, cultural, avocational, family, and work values into their total personal value structure in such a way that they are able to choose, what is for them, a desirable lifestyle.

1. The school and its curriculum are organized to emphasize the inter-relationship rather than the separation of citizenship, social, aesthetic, and work values in a person's lifestyle.
2. Choice of educational activities in relation to any of the above areas is regarded as a legitimate educational pursuit without an artificial hierarchy of importance.
3. A program for granting credit for non-traditional educational activities both inside and outside the school is available to all students.
4. A program fostering constant communication among all curricular units in the school has been designed and is in operation.
5. Each student has available in the educational setting an adult* who can deal with him/her as a whole person and help him/her to develop the diverse aspects of his educational experience into a well balanced and coordinated whole.

* This adult would have the capability to deal with the educational vocational decision making difficulties common to high school students from a non-fragmented view of the student's home, social and educational situation. His student case load whether he be teacher, counselor, paraprofessional or volunteer would be sufficiently low to assure his availability for constant monitoring of the students progress through the system and his transition to further education or the world of work.

III. Students exiting the school can understand and participate in the process of democratic self government as it applies at the national, state and local levels.

1. Curriculum related to the development of government and to the functions of citizenship is well defined in terms of concepts, processes and content to be learned. Minimum competencies for effective citizenship have been established.
2. Practical simulations or actual participation in student government activities are a part of each student's experience in the educational environment.
3. A personnel division (s) has been designated as responsible for achieving the outcomes defined in this curricula area.
4. Criteria for determining student competency levels have been established.

IV. Students exiting the school will exhibit an understanding of their environment and be able to make intelligent use of it.

1. Curriculum related to the concepts, processes, and content of the physical environment are well defined.
2. Practical involvement in environmental problems, using the scientific process, is an integral part of each student's experience.
3. A personnel division (s) has been designated as responsible for achieving the outcomes defined in this curricula area.
4. Criteria for determining student competency levels have been established.

V. Students exiting the school will be aware of, and possess some appreciation of the cultural and aesthetic forms through which their life might be enriched.

1. Curriculum in the fine arts and humanities are well defined with explicit concepts, processes, and content to be learned.
2. A wide variety of cultural and aesthetic experiences are available in the educational setting so that all students can gain access to experiences of their choice, and no student will leave the school setting without some form of enrichment experience.
3. A personnel division (s) has been designated as responsible for providing these experiences and for determining their effect on the student population.

VI. Students exiting the school will be able to select activities and utilize leisure time in a personally satisfying way.

1. Academic, vocational and extra-curricula activities are organized to emphasize their life long application to leisure pursuits.
2. All staff understand the importance of the use of leisure time and its interrelationship with a personally satisfying career and life style.
3. Leisure pursuits, as they pertain to each curricula division, are an explicit part of the school curriculum.

VII. Students exiting the school are equipped with an understanding of interpersonal skills and relationships at a level that will allow them to function effectively in the adult world.

1. Curriculum to develop effective student interpersonal skills is defined and assigned to a curriculum division (s).
2. Staff who are implementing this curriculum have received training in the techniques of improving interpersonal skills.
3. The entire staff and faculty have engaged in work sessions to improve their own interpersonal skills.

VIII. Students exiting the school are equipped with decision making skills.

1. The school has defined the components of decision making and has designated these as a goal of the curriculum.
2. A personnel division (s) has been designated to teach decision making and it is an explicit and organized part of this program.
3. The guidance program is organized to insure that every student has the information necessary for making the decisions called for within the school organization (course selection, vocational programming, extra-curricular activities, extra school activities).
4. School organization provides for numerous actual decision making points for students.
5. Curriculum division and classroom organization provide for a maximum of student decision making practice.
6. Curriculum divisions emphasize the problem solving process as an expected student outcome, in addition to content mastery; and evaluation (testing) systems indicate this emphasis.

IX. Students exiting the school are equipped with career decisions based on the widest possible set of self-evaluative information.

1. Curriculum for developing student self evaluation processes is defined and assigned to a definite personnel division (s).
2. Value clarification techniques are a defined component of the school curriculum and have been assigned to a definite division (s) of the instructional program.
3. Those staff members responsible for the value clarification component (know) the techniques of teaching this process.
4. All faculty (know) methods for helping students to evaluate themselves in relation to academic areas.
5. A system for developing and recording an individual self evaluation profile has been implemented and each student has his available to him for constant updating, and for use when deciding on further education or a career.
6. Programs within the school and in the community are organized to allow students to realistically test out their self-evaluative profiles.

X. Students exiting the school are equipped with decisions based on the best possible information concerning educational-vocational opportunities.

1. Curriculum for providing career information on each of the fifteen occupational clusters is defined and assigned to a definite curricula division (s).
2. A system for providing practical exploratory experiences within the school and in the community, in as many clusters as possible, is an integral part of each student's educational activities.
3. A system has been established for comparing the self-evaluative profile (see goal IX item 5) to the occupational characteristics found during exploratory experiences.
4. A system has been established for comparison of educational opportunities to the student self-evaluative profiles.
5. The relationship between course work and the world outside the school, especially the world of work, is described by each curricular division, and teachers utilize methods which consistently reinforce the relationships that exist between their subject matter and the adult world.
6. Information about continuing educational opportunities is a defined part of the school curriculum and a definite curricula division has been assigned to insure that this information reaches all students.

7. Pupil Personnel Services are organized to provide continuing service in identifying further educational opportunities for students after they have left the formal educational setting.
8. A program is available for those students who have left school without graduating, and take up their education where they left off, and continue toward formal graduation.

XI. Students exiting the school are equipped with good work habits and job hunting skills.

1. The school has clearly defined a set of work habits that are recognized by the community as conducive to success in adult life.
2. Administrators-counselors and teachers are informed of these expected work habits and a system for consistently reinforcing them has been established in the school.
3. Community resources and work experience stations are informed of the expected work habits, and a system for consistent reinforcement of them has been established, as well as a means of evaluating the student on these dimensions and communicating this evaluation to the school.
4. Job hunting skills are a defined part of the curriculum and are assigned to a curriculum division (s).
5. Provision has been made for every student to engage, at least once, in a realistic job search during his enrollment in the school.

XII. Students exiting the school are equipped with those practical skills and competencies that will allow them to gain entry into and attain success in the occupational setting.

1. Vocational programs and work experience programs are available for all students in the school.
2. Vocational programs and work experience activities provide a wide choice of career preparation alternatives.
3. Prior to leaving the school, all students engage in some form of direct preparatory activity related to their career goals, regardless of their educational aspirations level.
4. Vocational curriculum is organized to enable short-term open entry-open exit preparatory activities to take place for students with special interests or needs.
5. Community resource people are utilized to provide short-term training in diverse fields, as a means of offering more options to students.

XIII. Students exiting the school are successful in being placed in a paid occupation, in further education, or in vocational training consistent with their current aspirations and abilities.

1. A program of post-secondary educational placement is available to all students who aspire to further education whether it be college, technical, or vocational schools.
2. A program of job placement is available to all students who aspire to direct employment on leaving the formal educational setting.
3. A record keeping system listing the disposition of every exited student is available in the school.
4. A follow-up system has been established to determine the disposition of each student, periodically, after exiting, to provide further services to those who require them, and to determine the effectiveness of the educational and placement programs.

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